



Accessibility Policy



The Schools' duties around accessibility for disabled pupils

This Accessibility Plan and the accompanying action plan forms part of the Disability Equality Scheme at St Andrew's Primary School and sets out how the governing body will improve equality of opportunity for disabled people.

Schools and Local Authorities need to carry out accessibility planning for disabled pupils. These are the same duties as previously existed under the Disability Discrimination Act (DDA) and have been replicated in the Equality Act 2010 Part 5A requiring the governing body to:

- promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to; and
- prepare and publish a Disability Equality Scheme to show how they will meet these duties.

The SEN and Disability Act 2001 extended the DDA to cover education, so since 2002 the Governing Body has had three key duties towards disabled pupils under part 4 of the DDA:

- Not to treat disabled pupils less favourably for reasons related to their disability.
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage including potential adjustments which may be needed in the future.
- To plan to increase access to education for disabled pupils.

St Andrew's Primary School has high expectations for disabled pupils and a commitment to pupils' full participation in school activities and community. Our policy is driven by the principles of equal opportunities for all. St Andrew's Primary School aims to:

- provide a safe, secure, stimulating and supportive atmosphere where each child is valued.
- nurture children towards positive self-worth, self-confidence as learners and to help each child mature socially and emotionally
- secure an inclusive learning environment and to support individual pupils
 - i) with special educational needs
 - ii) with disabilities
- ensure teachers and staff have due regard for the setting of suitable and challenging learning objectives, respond to pupils' diverse needs and aim to overcome potential barriers to learning and assessment for all pupils.

It is a requirement that the school's Accessibility Policy is implemented and reviewed and revised as necessary. Attached is an audit, (Appendix 1), detailing facilities and procedures currently in place to meet the requirements set out in this policy. Appendix 2 provides an Accessibility Action Plan identifying the priorities from the review of appendix 1.

The Accessibility Action Plan incorporates the school's intention to increase access to education for disabled pupils. In drawing up the Accessibility Action Plan the school has set the following priorities:

- To provide safe access throughout the physical environment of the school for all pupils.
- To ensure that the teaching and learning environment and the resources used are suitable for all staff and pupils, tailoring the requirements to suit individual needs.
- Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled.

It is the responsibility of the whole school community to implement this policy in a manner which promotes an inclusive ethos.

Views of those consulted during the development of the policy

Parents, pupils, school staff and governors have been consulted in order to write this policy. Comments and recommendations have been taken into account and wherever possible are included in the action plan. Through feedback received at parent consultations and Education Health Care Plan (EHCP) reviews we are confident that the school adopts a curriculum to meet the needs of disabled pupils. Ongoing monitoring enables us to identify where changes might be needed and adapt accordingly. The review process takes account of the view of the child when planning for their support. Hard copies of this policy will be available via the school office. An electronic copy is available via the school website.

Management, coordination and implementation of the policy

School staff are aware of the Accessibility Policy and how the disability duties apply to schools through staff meetings and identification of staff training needs.

The Governing Body, in collaboration with the Senior Leadership Team, will have overall responsibility for the policy and will set priorities related to their responsibilities for the policy, including direction, vision, monitoring, review and annual evaluation.

The Access plan will be coordinated with the school's responsibilities towards disabled staff under Part 2 of the Disability Discrimination Act and towards the general public under Part 3 of the Disability Discrimination Act and our duties under Health and Safety, Race and Human Rights legislation.

Implementation is set out in the action plan to show allocation of responsibility, resources, expected outcomes, timescales, dates and processes for review.

The Governing Body will report to parents on the school's accessibility policy, where required, which will be linked to other reporting requirements on the arrangements for the admission of disabled pupils, steps taken to prevent discrimination of disabled pupils and facilities provided to assist access to the school.

Appendix 1

Findings from audit following Accessibly Policy review: September 2018

The school has physical access to doors without steps and there are disabled toilet facilities available and accessible. The interior of the building is fully wheelchair accessible due to the school being on one level.

Pathways of travel around the school site and parking arrangements are safe. Parking on site is limited to 1 designated disabled space. All play areas are fenced off from the car park by a locked gate.

Emergency and evacuation procedures are accessible to all at present. Alarms are auditory and the assembly point is on the playground. We will review the provision of a visual alarm should the need arise.

Furniture and equipment are selected as standard, age related as appropriate.

All pupils are encouraged to take part in the full curriculum. Pupils with disabilities are included in drama productions, music, PE and assemblies.

School visits, including residential visits, are made accessible to all children irrespective of attainment or impairment.

Teachers and teaching assistants attend SEND courses as appropriate to support specific needs. Teachers work closely with TAs to address pupils' EHCP targets and liaise with specialist and support services.

Lessons provide opportunities for all to succeed through inclusive, differentiated plans and the adoption of a variety of teaching styles and strategies.

Access to information within the classroom is enabled through the use of visual timetables and visual labelling of equipment and resources. Children with visual and specific reading difficulties who may have difficulties reading or copying from the board are given printed copies of texts, or information is written down for them.

Children with English as an additional language are provided with individual / small group teaching to develop their language skills and increase access to the curriculum where needed.

We have a clear policy on the administration of medicines, with staff trained to administer epi-pens and medicines linked to medical needs. There is a register of children with medical needs.

Photographs of children with specific medical needs or allergies are displayed in the staff room following parental consent. Information relating to these children is also passed on to mid-day supervisors and other members of staff when appropriate.

Epi-pens and inhalers are always taken on visits / trips out of school. Staff are trained in first aid and the use of epi-pens.

Appendix 2

Accessibly Action Plan following Accessibly Policy review: May 2019

Action 1: To provide safe access throughout the physical environment of the school for all pupils.	
Outcomes:	Actions to meet criteria
<p>Raise awareness of mobility issues in classrooms, e.g. position of furniture and free flow around spaces.</p> <p>Increase the amount of seating provided for outdoor events, e.g. Sports Day.</p> <p>Increase awareness among all members of the school community about the dangers of cycling and scooter use on the school premises.</p> <p>Increase awareness of a range of disabilities and needs with specific issues.</p> <p>Install new whiteboards to increase visibility for pupils looking at lessons. Increase access to building with disabled access to classrooms</p>	<p>Briefing as part of yearly induction CPD at start of academic year as procedure</p> <p>Development of sports day facilities</p> <p>Incorporate awareness of disabilities into RRSA / SMSC assemblies</p> <p>All doors now fitted with wide openings for wheelchair access</p>
Action 2: To ensure that the teaching and learning environment and the resources used are suitable for all staff and pupils, tailoring the requirements to suit individual needs.	
<p>Audit the representation of disabled people in books and teaching materials and increase if necessary – with a particular focus on books in the school library.</p> <p>Ensure that all pupils are able to access instructions / information on whole class teaching boards.</p> <p>Ensure that curriculum planning meets the needs of all groups of pupils in school in order to improve disabled pupils’ access to the curriculum, including strategies that are sensitive and responsive to pupil diversity. Explore possible approaches to self-monitoring and emotional health for individuals and for groups / whole classes within the PSHE curriculum Ensure appropriate professional development for staff on inclusive classroom practice and on specific disability issues.</p> <p>Provide for the social inclusion of all pupils through the continuation up of staff led playground activities.</p>	<p>Signpost staff and parents to relevant support planning agencies via local offer</p> <p>RRSA / SMSC lead to develop emotional wellbeing monitoring across pupils and staff</p> <p>Maintain current and relevant SEND CPD for all staff</p> <p>Maintain playground games kits and ensure accessibility for all</p>

Action 3: Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled.	
<p>Ensure that spare copies of all school communications, e.g. the school Newsletters are readily available for parents.</p> <p>Increase pupil awareness of where to access information about events in school and the local community.</p> <p>Ensure that all staff are aware of pupils' specific needs and signals that may be used to indicate that action is required, e.g. use of toilet facilities. Improve transition arrangements for pupils with specific needs, especially those pupils with disabilities that do not have an EHCP.</p> <p>To raise the profile of strategies used to communicate information about pupils with specific needs.</p> <p>Ensure parents with SEND children are aware of agencies that can support, such as SENDIASS.</p> <p>Ensure that awards / rewards given are fair and accessibility to as many pupils as possible.</p>	<p>Newsletters held in the school office</p> <p>Letters to be established in different formats when requested</p> <p>Follow newly developed transition protocol with a specific focus on pupils with disabilities</p> <p>Signpost parents and visitors towards SEND local offer information</p> <p>Monitor rewards systems to ensure fairness for all.</p>

Adopted Sept 2020

Signed *N. James* (Head Teacher)

Signed *J. Waine* (Chair of Governors)

Review date September 2022